The Monarch

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Statement Issued

SAINT LEO, FL—The Executive Committee of the Board of Trustees of Saint Leo College has appointed a committee -- conslisting of Glen E. Greenfelder, Bernard J. O'Neil, M. Daniel Henry and Thomas A. Welstead -- to review Saint Leo College President M. Daniel Henry's request for a leave of absence.

A Glimmer Of Hope

by Doug Latino

In what seems to be a turn of events, the board of trustees executive committee has formed a committee to review Dr. Henry's request for a leave of absence.

This action, 20 days after the initial press statement issued by the board of trustees, is seen as a culmination of public out pouring for the president.

"It seems like the actions of the students has made some difference", said S.G.A. president John Kaddouri.

The campus community initially was outraged at the statement issued by the board. "I was shocked, I'd like to know what really happened at that (initial) board meeting," said Mario Zambrano, 19, from Ft. Lauderdale and a Restaurant Management major.

The shocked reaction to the press release, hand delivered by chairman, Thomas A. Welstead was felt through out the campus.

"The whole attitude of the officials raises questions," said *St. Petersburg Times* reporter Bob Port. "I went to the public affairs office (at Saint Leo) expecting professionalism and at least some comment other than the press release."

As I understand, the new information director (Bob Quarteroni) was ordered to print the release and raise no questions as to underlying issues," Port said.

The entire community was abuzz with rumors and speculation, but when pressed to make a comment, both faculty and administration declined to do so.

" Our initial reaction was to lash out," said Kaddouri, we're all frustrated, Dr. Henry has been the catalyst in organizing all that's great about Saint Leo and the people that make it up."

Thursday after the initial press release saw the first formal emergency meeting of the S.G.A. "It was really an attempt to stop the rumors," said Kaddouri, "outside of reading the release and drafting a letter to the trustees asking them to reconsider their actions, we didn't do much else."

Spring Break gave student leaders a chance to regroup and look at the events more objectively, but not before a petition drive. "Friday we gathered over 700 signatures, and that was when a lot of students had left for the break," Kaddouri commented.

From what has happened so far on campus, both student and faculty camps could be said to be proceeding carefully.

"Speaking for the students we are concerned, very concerned, we care about the future of the college very much." Kaddouri said, "This has been a chance for us to stand back and look at things to consider the seriousness of the events that occured and to gauge what the students mean to the college."

We (the students) are very determined to have Dr. Henry stay, that is obvious by the support shown over the past few weeks," he said. "Students normally unconcerned with administrative events on campus have been knocking on doors getting signatures".

"What happened Thursday is viewed as a positive action by the board," Kaddouri commented. "We are going to be watching the executive committee closely."

"We expect positive results from the review board soon," he said.

Proceeding With Caution

By: KATHLEEN DEVLIN

"The place is buzzing, but no one is saying anything." This statement given to a **St. Petersburg Times** reporter, by a member of the student body, is an accurate description of the atmosphere on campus following the announcement of Dr. Henry's request for a leave of absence.

Whether it was due to a lack of knowledge, fear of getting fired, or self restraint no one knows. The most elaborate comment received by **The Monarch**, on Wednesday following the announcement, was by a then familiar, "No Comment', as voiced by Major Davidson of the Saint Leo R.O.T.C.

By the end of the week the mood had changed a bit and some were willing to speak.

"Dr. Henry is a nice person, a good administrator, he impressed us", said Dr. Setty Adisesh of the science and mathematics department.

Dr. Burt Rosenbaum agreed, "I don't really know much about the matter. I am sorry to see him leave.'

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Chairman Of The Board

"I See A Very Caring And Active Board"

By DOUG LATINO

In a lengthy telephone conversation with the MONARCH, chairman of the board Thomas A. Welstead stressed "the board's main concern is the welfare of the students."

The conversation with Welstead was conducted from his Bal Harbour, Florida, home last Monday evening, March 3.

"I received the letter (S.G.A.'s letter that was sent to all the trustees) from John (Kaddouri) a few days ago and I have sent a reply," Welstead said. "I hope my reply explains (the board's) position."

Without asking any questions at this point the chairman continued by saying, "we didn't come on the board six months ago, I've been around 16 years," "(The board is) from all walks of life and the main interest is the students," he commented.

When Welstead said that the trustees try their best at conducting board affairs in the interest of the students, he was asked if these interests included Dr. Henry, "Those interests include his asking for a leave," he remarked.

When questioned if he was working to retain Dr. Henry he replied, "I am not. The last I heard, he was looking for a job."

When the statement was made that Dr. Henry, academics and improvements have all been a part of Saint Leo since last summer, Welstead replied, "very definitely, but one man hasn't brought that about, in fact I think we have too many disciplines right now."

He went on to say, "When you have three or four students in a class, that is waste– we need to concentrate on quality not quantity."

At this point in the conversation the chairman again alluded to the board as a whole, "I see a very active and caring board. I can assure you that (the college) will move ahead," he said. "You can't disregard what happened (referring to Dr. Southard and his financially oriented policies) and we can't build overnight."

When pressed about the secrecy of the board and how this fosters suspicion among the college community, Welstead replied, "You bring up a good point, I thought I answered everything. It is important you realize that for the good of the college, (the board) doesn't talk about everything," he said.

"No one pays me. I get a cup of coffee and that's it when I come up to Saint Leo," he said. "Nobody cares more than I do. I have (the students) best interests in mind."

View From The Priory

By: MARYELLEN BURKE

"We need to try to understand what is going on here," says Sister Jerome Leavy, O.S.B. As Prioress of the community, she spoke with the **Monarch** and voiced her personal concern for the future of Saint Leo College in the aftermath of the decision regarding Dr. Henry's "leave of absence."

Since Dr. Henry's term of office began many changes have been implemented on campus. The college is rapidly developing. Sr. Jerome vocalizes the importance of the realization that Dr. Henry is fulfilling some policies that were begun long before he took office. The rejuvenation of Leoland has been in the making for a long time. The potential has been here and when the board searched for a new president they looked for one who could get the ball rolling. Sister Jerome states, "he (Dr. Henry) has made great progress in implementing what he's been asked to do."

The board's search committee found in Dr. Henry the leadership qualities they were looking for. The board of trustees voted in favor of establishing Dr. Henry as the man to carry out their formulated policies for the good of the college.

Sister Jerome asserts the importance of understanding the role of the board of trustees. They are our trustees. "Trustee" in the dictionary means 1. one to whom something is entrusted. 2. a person to whom property is legally committed in trust. Sister Jerome sees the board's responsibility as threefold. First, they are to define the mission of the college. Second, they are to set policies and criteria that bring about the realization of the defined mission. And thirdly, it is their responsibility to selected a president that will fulfill their set policies. When asked if this meant the president had to do everything the board said and would he be just a figurehead, Sister Jerome replied, "No, not at all." The president must keep in contact with the board and refer back to them regarding major issues affecting the college. Communication with the board is very important. When asked if Dr. Henry violated this criteria, the answer again was no.

It is assumed that the welfare of the college, present and future is the primary concern of the board of trustees. Is Dr. Henry good for Saint Leo? When students and faculty members were asked this question the answer is a consistent yes. One would assume the board of trustees chose a president with the style of leadership they were looking for. Sister Jerome spoke of different styles of leadership that is different from previous administrations. It seems apparent with combination of Dr. Henry's enthusiasm and the campus energy awakening after lying dormant for years, Saint Leo College has headed off well on its way to marked changes in education quality, student morale, campus appearance, faculty standings and relations with our surrounding community. It appears the board of trustees are hesitant in appreciating these changes. "Things seem to be happening very quickly," says Sister Jerome. "When you are used to doing things a certain way for so many years, it is difficult to adjust to a different style of leadership." Some members of the board are unhappy with the situation and are now questioning if the new actions being initiated are adhering to the mission of the college.

Dr. Henry's "leave of absence" will give the board of trustees a chance to "step back and look at the situation. So much has happened, let's stop and look." Sister Jerome adds that the conclusion to be reached is uncertain. Maybe the board will find that Dr. Henry is not the person who can best implement the policy of the board. "Maybe he can't fulfill their expectatins." Maybe Dr. Henry's dynamic style of leadership is not the style that is best for Saint Leo College.

Sister Jerome believes the trustees' apprehension is founded on genuine concern for the future of Saint Leo College. "Some

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The Abbot Speaks

By MICHAEL McDONNELL

Saint Leo College as a whole includes all the teachers, students, administrators, contributors and supporters as its personal make-up along with the impersonal residence halls and facilities. Also included, and not fully appreciated is the Abbey and Priory. This is very important because other than moral support of the college and the extra residence space they rent to us, they provide the "St." in Saint Leo College.

So as part of our college community, how has the Abbey and the Priory been affected by the news of Dr. Henry's "leave of absence"? Abbot Patrict Shelton was very receptive when confronted about the effects of this as the head of the Abbey. His words provided some insight and encouragement.

Abbot Patrick helped clarify the most confusing part of this ordeal when he was asked to comment on what was the issue at hand? "Money was not named as an issue," stated Abbot Patrick. "It (the issue) is a board problem."

He also volunteered some foresight as to the affects Henry's "leave" will have on the board of trustee elections in May. "The

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Perspectives

It's A Jungle In Here

Dr. M. Daniel Henry and the events since February 14 are merely symptoms. Big black numeric figures winner over academics.

Consider the scenario: Numbers in the red. Decision makers, rightfully so proceed with caution. Proceed with the utmost in caution. Carry out policy decisions with the most carefully thought out cost effective caution conceivable. For years and years and years.

America (you are living here by your own free will are you not?) is a country that is where it is today because of people who took chances.

Bankruptcy, negative in connotation, has many positive attributes. It doesn't just allow for renewal (an attribution in itself), it fosters from the very conception of growth and progress, the attitude that the real meaning is in the struggle.

Need we be reminded of Chrysler and the bail out? Save the hundreds of thousands of jobs and livelihoods spared by the actions. What emerged was a trim, well-run, quality business.

A corporation you say? The point is they grew and progressed to better fulfill the expected purpose. We are a college. The purpose is to educate.

The primary purpose of a college is to maximize the resources and potential of its faculty into a quality education for its students.

It is time to strive for our purpose. It is time for Dr. Henry. It is time to be a college in the truest meaning of the word. Collegiality, community, risk, free thought, traveling uncharted territory.

Office politics was the term used in Management 301. Little is it known that the students are getting an education, not in spite of what happened February 14, but because of it.

We are told that Saint Leo is merely a cocoon. We will learn the real ways of the world when we get rudely "tossed out" April 26. It has been said in the past (with the growing number of business students) that liberal arts Saint Leo is but heading towards a business college curriculum. I don't believe it, but what better proof.

We can settle for nothing less than change. Change from a focus on huge endowments to steadily improving standards of curriculum. Change from a dumping ground to one of challenge, intrigue and spirit.

As John F. Kennedy said, "Change is the law of life, and those who look only to the past or the present are certain to miss the future."

DOUG LATINO
Editor

"Far Be It From Us The Danger Of Thinking"

Ferdinand VII

By MARYELLEN BURKE

If the board is, as one member put it "stopping to take a look at the situation," what will be the result of this approach to the matter? Is Dr. Henry good for Saint Leo College? Could it be possible that he is "the" man to help us all build a community, a true community in the true Christian sense of the word? And if this is true, will the board of trustees, the people entrusted with the future of our college, be willing to overlook their differences in styles of leadership and continue working for a better Saint Leo College with Dr. Henry as president.

I think what the students here want most are answers to these and many more questions. The attitude seems to prevail that we have no power and we are not to question this action of the board. Faculty members fear for their jobs if they speak out. Why is this so?

If the board is the competent group of trustees they are supposed to be, they should have no fear of disclosing the reasons for their decisions. Their vows to silence and "no comments" undermine their credibility. People immediately get the impression of a cover-up. The board has a responsibility to explain themselves. Just because we are a private institution does not exempt the board from the common respect people should have for other people. I believe we have a right to know how our school is run.

As one person put it: Saint Leo is a corporation, faculty members and staff are the employees. But we, as students, are consumers of this corporation. We pay dearly for this product called education.

Who is the board accountable to? What are their checks and balances? I see no reason why we can't have access to this information.

Saint Leo College is described as a liberal arts institution. A true liberal arts college encourages questioning as the method of learning. We formulate our own beliefs. We don't swallow someone elses. I've also heard Saint Leo referred to as a Christian community. If there is any credence to the rumors of conflicting personalities on the board, is this very Christian—to forsake the welfare of the school for the sake of the petty differences in ideology? Reluctance to change works against progress. It's time to move forward. Of course, we should be cautious in our approach. Saint Leo is trying to become more academically oriented. Isn't that what we are here for? Education should be the board's primary concern. Dr. Henry is an educator as evidenced by his credentials. All this seems to have been overlooked.

I believe we need to re-examine where our priorities lie. Quality of education should be the issue here, not politics.

Collegiality: A Four Letter Word?

By KATHLEEN DEVLIN

I hear that collegiality is considered to be a four letter word in the eyes of some individuals associated with Saint Leo College. In light of the Catholic tradition of the college, one would think the principle of collegiality would be accepted and implemented without hesitation.

As a result of Vatican II, collegiality is one of the central concepts in Roman Catholic theology. In chapter three of the Dogmatic Constitution of the Church, the universal teaching authority is extended to the bishops when they meet in synod. "Synods and councils meet to discuss issues of importance (which have far-reaching consequences) and settle conjointly, in a decision rendered balanced and equitable by the advice of many."

The council meetings are designed to stimulate discussion which will result in a better output. There is more of a consensus than if a decision is handed down. Thus, the decisions are more effectively put into practice.

In chapter four of the Dogmatic Constitution of the church, the practice of collegiality is related to the laity. Pastors are told to "recognize and promote the dignity and responsibility of the laity. Many benefits are to be expected from this familiar relationship. Pastors, helped by the experience of the laity, are in a position to judge more clearly and more appropriately."

The Catholic church conducts its affairs according to this teaching, but what does this have to do with Saint Leo? As a Catholic institution, "the college must conduct its own affairs in a just way. It is important that Catholic institutions of higher education continually review their policies and personnel practices in order to ensure that justice is a reality on campus. Fidelity to the teachings of the church in this basic witness means that there is no contradiction between practice and theory." (Catholic Higher Education and the Pastoral Mission of the Church).

The strategic planning program which began last year under Dr. Henry is in sync with the principle of collegiality. All in the campus community gathered together to focus on the common task of how to improve the quality of the educational experience at Saint Leo. It is just one example of Dr. Henry putting theory into practice.

The Dogmatic Constitution emerged from Vatican II in November 1964; yet before 1985, all sectors of the college community had never formally gathered to focus on an important issue. At the moment, it appears we may be in danger of seeing the practice of the theory of collegiality disappear from Saint Leo. Evidently, some believe the practice of collegiality to be a liability rather than an asset. If collegiality is good enough for the Second Vatican Council, why is it not good enough for Saint Leo?

The lack of concrete information available about the status of Dr. Henry is another example of a violation of Catholic theology. On February 21, a Tampa Tribune article stated that the Board of Trustees does not have to disclose details or information concerning its decisions or proceedings because as a private institution, Saint Leo is not bound by the laws which would require disclosure. Saint Leo is indeed a private, but it is a Catholic institution as well. The Catholic tradition has not been put forth to give license to violate peoples' rights. In the second century Clement declared "some see law as a goal and an endpoint. A Christian sees law as a beginning." Thus, as a private institution with a Catholic identity, we do not have freedom from the laws, but rather we are bound by that and more.

I learned these Catholic principles and values in a course here at Saint Leo. The course taught me that Catholic identity is not based on rhetoric. Rather, Catholic identity is based in the nature of commitment. In light of current actions, it seems that Catholic affiliation Saint Leo has no right to call itself a Catholic institution unless it deals with this and all other issues in a Catholic way.

The Monarch

The Student Edited Paper Of Saint Leo College

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The Monarch welcomes letters to the editor on ALL subjects. Deadline for letters is the Monday after the preceding publication. Letters double spaced with a maximum of 300 words will receive primary consideration. Libelous statements and those in poor taste will NOT be printed. While names will be withheld upon request, all must include name and signature.

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Saint Leo College; Theory vs. Practice

By: MICHAEL LADWIG

I am presently in my fourth year at Saint Leo College and can say that with some measure of pride. Here within the liberal arts framework and the nurturing tradition of the school has been a valuable educational experience. One of the most noteworthy of lessons that I have learned is to question on my own volition. There is no such thing as "face value" and from this point it is possible to start inquiring into all things for ultimately there is no diffinitive authority except in our own beliefs. It saddens me that I have to apply this skeptical point of view to the point of its origin, namely the school itself. Recent events have led me to a decidedly questioning stance on exactly what does the school want.

Our school is losing a president and I do not know why. There have been public statements and newspaper articles which point to reasons beyond the personal ones given. The rumours are even worse because there is a strange picture being painted. One such rumor creates an evil synod of corpulent dogmatists sitting in jealous judgement of someone who wants to bring the school into the twentieth century. The judge-tyrants, (they're tyrants because they believe in an absolutism of power especially when it's theirs), are among the most subjective of people to the point that they have detached themselves from reality and reduced other persons accomplishments to attacks against their own sense of autonomy and authority.

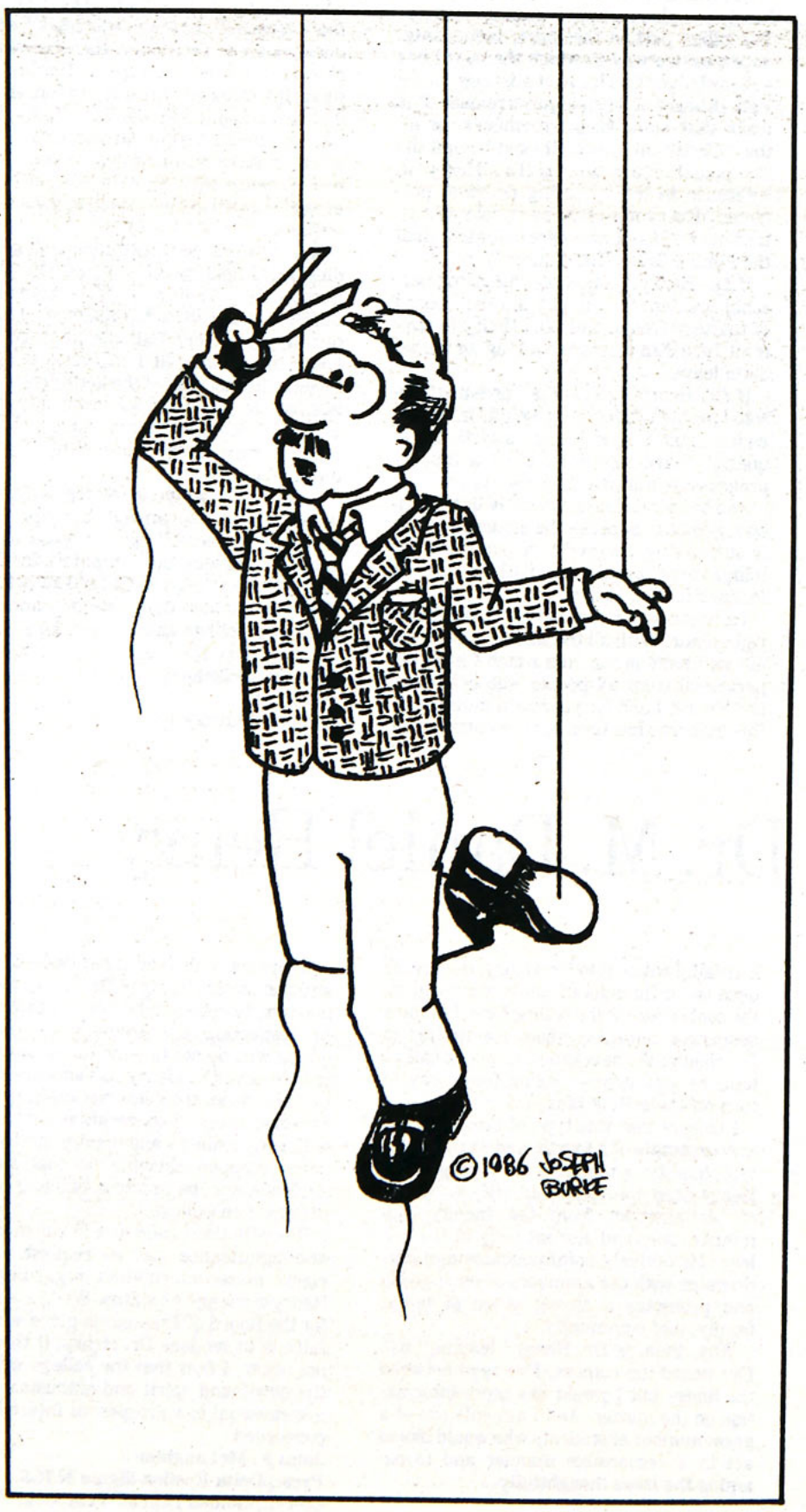
The rumour continues in its scope by stressing the childish nature of the ruling clique because in the discovery of its own inadequacies they resort to subterfuge by trying to besmirch the reputation of the source of irritation. Instead of growing up they have decided to regress and remove the reality therapy of which they so desperately need but are so terribly afraid of. Such is the rumour.

I do not like these kind of rumours in that they challenge the entire purpose and meaning for which the school stands. I feel that some questions really need to be asked and the truth told. The president has had an excellent track record up to this point. Look at all the changes which have taken place on this campus both physical and psychological. There is a feeling and air of optimism; students are looking to a future with a sense of suriety rather than a sense of lackadasical enevitability. The students know that someone cares and with that is security.

The Board of Trustees is the ruling body which appoints presidents to run the school. The president is supposed to run the school first as an educational institution and secondly as a business. In earlier times this priority had been reversed in order to keep the school financially afloat. We're in the black now which means that we can step out of "the middle ages" into the light of academic day. Dr. Henry is a progressive and can see the great potential of the school and its students. Is this the kind of policy which the Board is against?

Since we're on the subject of the Board, I am curious to know what kind of academic credentials move the destiny of the school. I would hope that at least half the people on the Board are educators or at least humanitarians. I suspect that this may not be the case because if they really had the students interests at heart why would they not be more visible and prominent in day to day happenings? It seems that they are just names and faces in the college catalog and yearbooks. They must have some kind of power because both staff and faculty quiver at the mention and grow strangely quiet with a knowing expression when questioned about the Board and its relation to the college. I think they ought to check morals and reexamine their own position and purposes. If the student does not figure as the top priority then there is no longer a school, just a diploma mill.

I want to see some dialogue between the powers that be and the student body, faculty, and staff. I want to see Dr. Henry step forward and address us face to face with his version of the situation. If he is the kind of person I deem him to be then I know that he would not lie. If the Board does not step forward then I know as well as everyone else that they have something to hide for if guilt doesn't keep them away what else could it be but arrogance. We await your response.



Saint Leo Rumor Mill

By CHRISTOPHER KARAMITSOS

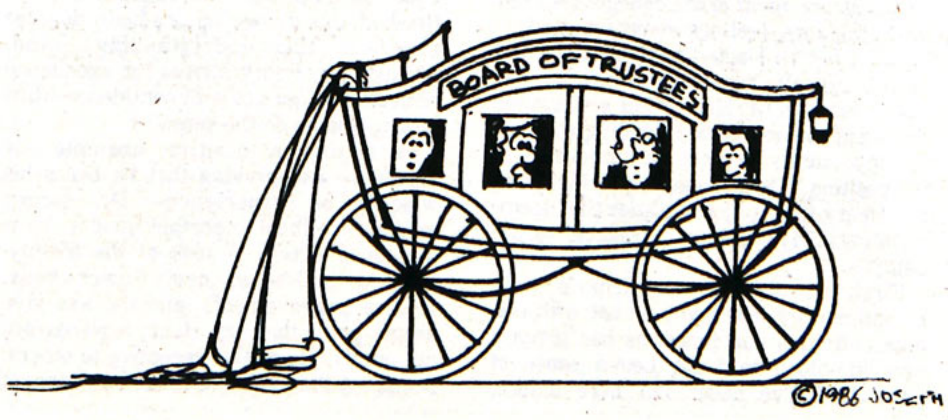
It isn't at all uncommon for the leader of a foreign nation such as the Soviet Union to disappear from the media and never be seen or heard from until someone else has taken the helm. In the Soviet Union, citizens become bewildered and are forced to wait for days or even weeks for an official statement explaining such occurances. Lately, Saint Leo students have been able to draw parallels between themselves and Soviet Citizens. We are being forced to endure the same consequences of the aforementioned circumstances.

Saint Leo College students are in a state of disarray. A familiar and popular question among everyone here is "Who's running the show?" At least when President Reagan had an attempt made on his life, Secretary of State Haig said, "I'm in charge." We don't know who's in charge. We only know who isn't. And it isn't Dr. Henry. Informing the students as to who is in charge isn't enough either. We all want to know why he is no longer in charge. By not releasing an informative statement, the administrators of this school are demonstrating their inability to skillfully conduct crisis management.

During this state of interregnum the administration should be concerned with rumor control. These rumors are becoming damaging to the college in general. They are resulting in what might very well be drastic misconceptions of the truth. Perhaps the most damaging rumor centers on the premise that this entire affair is an evil doing by the Board of Trustees, who was dissatisfied with the President because he has spent entirely too much money in bettering the lives of the students. This may be the truth. By the same token it may be entirely false. Nevertheless, for every day the administration refrains from comment, more students are beginning to accept the above mentioned rumor as being fact.

It is imperative that the administrators release official statements which will lay these rumors to rest. I'd prefer not to ponder on the future of Saint Leo College should it develop a reputation for being a school whose Board of Trustees care little for its students. One thing is for sure. The damage has been done. The administration has kept us in the dark for so long now, that no matter what information the official statement reveals, many students are going to be hard pressed to believe it. The upper level administrators should have thought of this prior to refraining from comment.

"The central objective of a college or university is the translation of the talents and capacities of its faculty into significant educational results."



Anti-Mushroom Manifesto

By: GREG CASON

I remember a poster that was popular a few years back. It said, roughly: "I must be a mushroom because everyone keeps me in the dark and feeds me bullshit." Does anyone besides me see the correlation between this poster and the way the students are being treated?

The situation being referred to here is, obviously, the firing of Dr. Henry by the Board of Trustees. I use the word "fired" without hesitation or apology because there is little doubt that Dr. Henry put too much time, concern and love into his work for a man intending to leave after one year.

I am a graduating senior who spent three years under Dr. Southard. The abrupt change in atmosphere that occured when Dr. Henry took over was quite a refreshing change. I'm not intending to smear any mud on Dr. Southard. There would literally be no Saint Leo had Dr. Southard not taken over when he did. He was a sharp businessman that pulled Saint Leo out of the red. A businessman, however, is not necessarily the ideal person to preside over a Liberal Arts college. Saint Leo desperately needed to stop being a business venture and start concentrating on becoming a college again. The improvements that Dr. Henry implemented were embarrassingly overdue. Whoever heard of a Liberal Arts college that refused to support the arts? (i.e. the sorry condition of the ex-gym turned "college theatre" or the lack of substantial support for the Art and English majors, the lack of emphasis on academics, etc.) Whoever heard of a college that didn't keep up the basic maintenance of its buildings? (i.e. St. Edward Hall, etc.) What kind of college could pay its professors a salary that is barely above minimum wage? And, perhaps most importantly, whoever heard of a college that was treated like a business venture instead of an institution of higher learning, at the expense of students?

Dr. Henry came to Saint Leo and began to act (Horrors!) like the president of a close-knit liberal arts college. He took an active role in campus life. (I saw Dr. Southard about ten times in my entire first three years here.) Dr. Henry was unabashedly interested in the students! I could hardly stand it. He participated in campus events instead of making token appearances. He played a cameo role in one of the theatre productions, He showed up for athletic events besides Homecoming. He was seen having actual conversations with (Shudder) students, once or twice even with me. He was doing such unheard of things as sprucing up the campus and finally getting the long promised library expansion project underway. (Anyone besides me have a better library in High School?)

So what happened? This is what really makes me angry: The Board of Trustees made the decision to fire Dr. Henry (regardless of what they call it) without offering any reasons whatsoever (besides a bullshit laden memo.) This is not a Board of Trustees; this is a group of people who are acting like petty demigods. They feel exempt from democracy. In case they forgot, there are students at this school. What gives them the divine rights they have assumed for themselves? I think a serious re-evaluation is necessary if a Board of Trustees can fire the president of a college and not have to answer to anybody for it. Considering the good that Dr. Henry was doing for the school we have to question the motives of the Board. Obviously he was not fired because he was unqualified. He was not fired because he was doing a poor job, we already discussed that. He was not fired because he did anything out of character for the president of a Catholic college, he was without question a man of character for the president of a Catholic college, he was without question a man of God. So, all restraint aside, just what the Hell are they doing it for and why don't they have the decency and/or courage to give us a reason for it? Do they expect everyone to simply shrug their shoulders and let it pass? Can we, as students, be kept in the dark about this clandestine action?

All this has brought out some very relevant points and had indicated that the students at Saint Leo need to get together and do something about this. I can't speak for everyone, but the petitions and general outrage I'm seeing around campus seem to be pointing to the fact that we're mad as Hell and ready to take some action. Bill Foley, in an editorial in the last issue of the Monarch, commented on the apathy of today's students. Maybe we just needed to be slapped in the face with a disgusting act of injustice to get us stirred up a little. A fact that the Board seems to have overlooked is that there is no college without students. If (when?) we band together we should have the power of veto over the Board because, after all, WE (capitals mine) are Saint Leo College and we need to make our voices heard. Sign the petitions if you can. Write letters to the Board expressing your opinions and ideas. Let them know what you feel. Remind them, perhaps, that there are colleges out there that care about the students and that some of them cost less than $6,500.00 a year. Tell them that you would appreciate a straight answer from them about Dr. Henry's dismissal. This is too big an issue to let slide by unnoticed. If we don't take some action then we are, in essence, approving of their decision and their methods. I personally do not appreciate being treated like mushroom.

(Incidentally, nothing would please me more than an answer/rebuttal from a Board member, sans the bullshit. Any takers?)

Saint? Leo College

Dear Editor: The following is a copy of the letter I sent to the board of trustees—

As you hopefully remember, I addressed you at the student affairs board meeting on Friday, Feb. 14. As president of campus ministry, I made a plea to you on behalf of all students for a religious center. My justification for this stemmed from the fact that students need a way and a place to "enrich our lives and souls." "It is time," I stated, "to act and end the spiritual hunger we have on campus." At the time of our meeting I had the students mostly in mind who would benefit from this request. Moreover, as a concerned student, I wanted to find some answer to the widespread immorality which is so visible on campus and in our world.

Little did I know that an act of the highest immorality and a gross injustice, to put it mildly, was going to take place hours later. Of course, I speak of the leave of absence which Dr. Henry requested of the board of trustees. This was a terrific shock and the after affects are immeasurable as to the harm done to the college if Dr. M. Daniel Henry does not indeed return.

But this is only part of the debacle that has taken place which I want to address. The other part is the lame, inadequate, unpersuasive way in which the board has acknowledged this leave of absence via the Feb. 18 board of trustees news release. It is clear that some board members, in all their Christianity, are cloaked behind the 2½ pound infant son of Dr. Henry in reference to his "pressing personal problems.' Every line of the news release contradicts itself and has more holes in it than the Pebble Creek Golf Course.

If Dr. Henry's son is the "pressing personal problem", then why did the "board of trustees (request of) Dr. Henry to stay until June 30th instead of taking an immediate leave."

If Dr. Henry's son is the "pressing personal problem" then why would Dr. Henry wait a month after his son's birth to request a leave especially amid a time of progressing improvement for his son.

The press release is evidently lies patched together to appease the students, clearly not giving us credit in our basic intelligence or considering at all our staunch feelings for Dr. Henry.

I am asking for your help to make things right again. With all the sincerity and genuiness I have in me, and which I have experienced from all people who believe in Dr. Henry, I ask for your help to reinstate this man who has been so very outstanding for our college community, our neighboring cities and the overall spirit and newfound collegiality at Saint Leo College. My question to you is how can a Catholic institution continue to be Catholic after what they (some trustees) did to Henry?

The entire campus is behind Dr. Henry along with the entire religious and nonreligious communities and I feel that this is a mandate of his professionalism, progressivism and his Christianity. The problem is not with Dr. Henry and that is clear to anyone and everyone. The problem stems from some board of trustee members, who are financially conservative and happy with their archaic approaches to our college. In past years, the college needed the counsel of these members to make our institution solvent, but we are now in the next stage of our maturity. This is an enlightenment stage, if you will. The stress is now being put on academics, community, spiritual enrichment and collegiality. Now that we have a strong financial foundation it is high time that we use it to become the best institution of higher learning that we can be. The time is optimum for our advance to a higher academic plateau. As a student, I welcome this move.

It is this division of businessmen versus educators on the board which accounts for the "pressing personal problems" attributed solely to Dr. Henry. He is the victim of caring for our college and willing to make the changes necessary to further endow us academically and spiritually. In a time of academic enlightenment, there are a few trustees who live in an age of darkness because their expertise is not in the area of education but instead in the area of business.

We are a Catholic institution and, accordingly, we hold specific values. Our main purpose is to follow in the footsteps of Christ and to follow his teaching. Consequently, given our Catholic heritage, the board individually and collectively has to face the immorality of the action they took against Dr. Henry. If we lose our values, even if we deny them for expedient reasons, we no longer deserve to be called a Catholic college.

I ask you in all your wisdom and compassion to please amend any "pressing personal problems" for the good of the board of trustees, but ultimately for each student who attends Saint Leo College. Dr. Henry is the best thing ever to happen to Saint Leo College and we need him.

Yours in Christ,
Michael McDonnell
President
Campus Ministry

In Search Of Excellence: Dr. M. Daniel Henry

Dear Editor:

I may not have read all of the books and written all of the papers I had planned for the break, but my brain did not dissolve into slush. I spent much of my time thinking – mulling over plans for the future and, out of necessity, analyzing present difficulties.

One issue continued to force itself into the focus of my attention: the loss of Dr. Henry as president of the college. I waited to examine my feelings about the matter- to think before I acted haphazardly– and found myself recalling personal experiences with Dr. Henry. The settings for these encounters varied, lending me ample opportunity to meet the "man behind the position." As a consequence, I found in Dr. Henry four major qualities that seemed integral to his unique "presence" on the campus.

First, I am struck by Dr. Henry's vitality and energy. His involvement with college activities and functions has given a new life-blood to Saint Leo–a sense of pride that I've never felt here before. Pride and optimism walk hand in hand, and Dr. Henry's presence at and support of everything from theatre performances to basketball games, organization functions to faculty softball games, has given us reason to look towards a bright future.

Second, Dr. Henry is committed to excellence– both in and out of the classroom. For this man, learning is never finished (his numerous graduate degrees attest to this understanding). And, because Dr. Henry strives for excellence himself, we can act with confidence when he urges us to do the same.

In setting a positive example for students– and proving that he bases his wisdom on experience-- Dr. Henry evidences a third important quality: he is a man of action. A look at the freshly-painted buildings, new flower beds, theatre improvements, and the like give ample proof that Dr. Henry's words are not empty. He is also receptive to others' needs. At the Delta Nu Induction Banquet last fall, I sat next to Dr. Henry, miserable because of flu-induced chills worsened by the cool breeze of the ceiling fans. I made a desperate comment about the matter to Dr. Henry; the next time I turned to talk to him, he was gone– looking for a way to turn off the ceiling fans.

I believe that this type of consideration is an example of a fourth, and most important, quality: a real interest in people. Dr. Henry does not isolate himself, by nature of his position, from the faculty, administration, and student body of the college. He actively communicates and participates with the members of each group and promotes a strong sense of unity, family, and community.

Why, then, is Dr. Henry "leaving" us? I've heard the rumors, I've read between the lines– but I would like more information on the matter. And I am only one of a great number of students who would like to act in a responsible manner and to examine the issue thoughtfully.

We do not wish to drag out 1960's demonstration tactics because Dr. Henry did not teach us to respond this way to problems. In respecting the students as mature adults who do not have to throw tantrums to be heard, Dr. Henry has encouraged us to reflect on troublesome matters with conscience and consideration, and to act with responsibility and dignity. And he has never stopped showing us that we, as students, are the precious building blocks of Saint Leo College.

It is with this confidence in our maturity and significance that we request, as our right, more information regarding Dr. Henry's change of status. We are anxious for the Board of Trustees to place as much faith in us as does Dr. Henry, if this does not occur, I fear that the college will lose the new-found spirit and enthusiasm that are essential to a prosperous future for all concerned.

Jami F. McLaughlin
Pres., Delta Epsilon Sigma N.H.S.
Co-Ed., Golden Legend Yearbook.

To Saint Leo College Students

A Thoughtful Reply

The following is a response from trustee member Rev. Marion Bowman.

Dear John:

Your letter called to mind my happy visit with your mother at the S.G.A. Banquet. She was filled with "a mother's pride" at your "presidential election". You make me a "believer" also with your "presidential letter". The tribute to the trustees and to Dr. Henry for what he has done to upgrade the spirit and moral in all sectors of the College by his openness and goodwill is noted and well taken. I appreciate also your concern for the future growth and quality of the College as to both campus life and academics.

I assure you my whole-hearted and long standing concern is right with you in every question you raise. In this regard, consider our history. One's history gives perspective, the "long view", the "big future" the "forest and the trees" and vice versa. It teaches us not to be in too big a hurry, to monitor our enthusiasms and exercise restraint. Our victory over Tampa is tempered by our loss to Florida Southern, but our hope for the future is made stronger.

In 1889, when Saint Leo was founded, we were chartered, or franchised, by the State of Florida to operate a College. Those were pioneer days, this was then pioneer country. The need for Catholic education was on the primary and secondary level. It was to the needs of that time the Abbey and Priory attended, operating an Academy and Prep School. More than half a century later, the need was for a Catholic college. Implementing then our charter commission we opened Saint Leo College, a liberal arts institution of higher learning in the Catholic tradition. We feel that as Benedictine's we bring to this task a history unique in its importance for our times. Besides our years of pioneering in Florida we represent 1,500 years of uninterrupted caring and sharing and educating by men and women "life-committed" to "ora et labora", work and prayer. Essentially the "Benedictine Spirit" is the Gospel message simmered down and acted out in ordinary, everyday life in community.

Hopefully this history provides some basis for my assurance that we are committed to what is best for learning growth and development. This is my idea of what a college essentially is all about...that the needs of the students be met and challenged. Futhermore, our president, Dr. Henry, a graduate of a Benedictine college in Pennsylvania identifies admirably with this history and tradition. And, the fact is, that by and large our total College community, faculty and staff ascribe to and are immersed in this same spirit.

To give you "explanations" is more difficult. You surely know that good and well meaning persons can and do have divergent views, have misunderstandings and sometimes make bad judgement calls. We need to be hopeful that mistaken judgements can be corrected and, of course, they can if we who make mistakes are open to admitting error. That, too, is what learning is all abut. Consider the poor basketball umpire–or more seriously the decision to send seven wonderful people "into the beyond".

Likewise, judgements must be made in our "moment in history", times of flux and change. "What is best for you students?" is the ultimate judgement call for the Trustees and it must be made with all possible wisdom. That takes time and trust and God's help. Given all these, even some hassel is useful to sort things out and shake things down. Per aspera ad astra. Your letter was a positive item in the process. So let us give thanks that the College community is working together in goodwill and harmony–may the good Lord prosper this effort.

Be assured of my personal esteem and concern for you, John and all the students.

Sincerely yours,
Reverand Marion Bowman, O.S.B.

P.S. The whole book of Job is an involved philosophical arguement about why is there evil-and ignorance, lack of communication, bad judgements- as well as the 7 capital sins- one evil. Job never got any single answers, but he gained understanding. Wisdom is greater than knowledge.

A Portrait Of A Man

For Your Information

Reprinted from: The New Directions For Institutional Advancement series.
Presidential Leadership in Advancement Activities Number 8, 1980.

By FATHER THEODORE M. HESBURGH
President, Notre Dame

The trustees are in a juridical sense the most important constituency. In our American structure for higher education, they hold the institution in public trust. Their task is not to administer the institution but to see that it is well administered. Having selected and appointed the president, the least they should expect of him is honesty and clarity of purpose. Disagreement there often may be between a president and his trustees, but never deceit.

There are times when a president will have to try to change trustees' minds regarding basic policy. At least he should leave no clear doubt about where he stands. Trustees often need to be informed clearly and forcefully, on a continuing basis, regarding the institution's most basic needs. The president must resist when trustees interfere in the administration, attempting to govern rather than ensure good government. I have found that this stance is both appreciated and supported by trustees. A spirit of confidence on the part of a president begets confidence on the part of trustees.

Trustees should hear bad as well as good news, problems as well as successes. Sometimes a president should simply admit that he or she has made a mistake. Most of the trustees I know do not expect perfection of a president, just competent effort and honest accounting of stewardship. In occasional times of great crisis, trustees must be reminded by a president that they are the court of last resort, that they must take a corporate stand, that no one is going to follow the sound of an uncertain trumpet.

YOUR FACULTY

The faculty are, from an educational point of view, the most important constituency of the president. Educationally, they make the institution what it is, good or bad or in between. The faculty are also the president's most difficult constituency, made up of people who think otherwise. He is their leader, but the trustees appoint him. Every day of every year, year in and year out, the president must prove himself to the faculty. Especially in a large institution, there is no such thing as a completely cordial and trusting relationship. The president is, in some sense, the symbolic adversary, since he is ultimately the bearer of whatever bad news comes to the faculty these days.

There is no leadership here by edict. All faculty consider themselves the president's equal, if not his better, intellectually. Persuasion is the best mode of leadership where the faculty are involved, but make no mistake - leadership is essential. A president must find a theme of unity in faculty diversity. He must inspire them, challenge them, question them, reason with them, occasionally say "no" to them, but, above all, he must persuade them to give their best talents and their most creative efforts to the educational enterprise.

The normal faculty criticisms of a president are many and varied, and are often contradictory. If he is always home, he is a nobody; if he is often away, he is neglecting his homework. If he spends little time with faculty, he is aloof; if he spends much time with them, he is interfering in their proper business. If he balances the budget, he is stingy; if he cannot balance the budget, he is irresponsible and incompetent. If he is big on fringe and retirement benefits, the younger faculty can't meet their expenses; if he stresses faculty raises, the older faculty can't meet their expenses; if he stresses faculty raises, the older faculty are impoverished on retirement. If he spends much time on fund raising, he is a huckster; if he doesn't, the financial situation gets worse.

We might as well admit that the president will usually be between the rock and the hard place. Having admitted this, however, let us also point out that there is no better association in the world than a good academic relationship where civility rules disagreement. Comradeship is very real in an endeavor as fundamentally exalted as higher education.

YOUR STUDENTS

As for students, the greatest gift a president can give them is the example of his life. Young adults are, whether they admit it or not, looking for public models of the kind of person they would like to become. The president cannot avoid transmitting to students the fact that he does or does not care deeply about the kinds of persons they are becoming, the interests and attitudes they presently portray, the concerns that bite deeply into their youthful hopes. Despite anything he says, the president will declare much more by how he lives, the concerns he exemplifies, the cause he supports, the public service he renders. There are great moral issues facing young and old alike today. In an educational setting, one would hope that values would be all important and that the young would perceive clearly where we elders stand on issues like human rights, world poverty and hunger.

The President Is The One

Reprinted from: The Managerial Revolution in Higher Education.

By FRANCIS ROURKE & GLEN E. BROOKS

In spite of the long-standing tendency in organization theory to disparage such plural executive arrangements, universities like other organizations have found it necessary once they reach an advanced stage to establish systems of governance in which the chief executive shares authority over decison making with other officials. The range of subjects over which decision must range is so vast as to demand the advantages of division of labor in the performance of the executive function as well as in the other tasks of large organizations.

The emergence of the cabinet system by no means implies the abdication of the president from a position of central responsibility in the government of the university, for the role of prime minister is itself a powerful one, as the experience of parlimentary government clearly testifies. Even if a university president were no more than a prime minister, his responsibility with respect to the trustees and his authority in the eyes of the faculty are sources of influence no other university executive can match. In point of fact, a university president is far more than a prime minister. The only certain power which the cabinet as a whole has over him is that of giving advice, which he may or may not choose to accept. The university cabinet is patterned much more closely after the model of American rather than British government, and American presidents have been notoriously unwilling to have their decisions determined by cabinet vote. Typical perhaps was situation at one university where it was said that if a cabinet vote when 6-1 against a president, he might very well be influenced by it, but if the vote were only 4-3 against him, he would be as likely as not to ignore it.

Certainly, it is true that no university official is in a better position than a president to stimulate or enhance capacities for academic achievement on campus. True enough, the modern university president does not himself tend to be an innovator in the same sense as the giants of the past - Eliot at Harvard, Gilman at Hopkins, or Angell at Michigan - but the role of these past presidents was often conditioned by the presence of a unique historical situation: the founding of a university. The presidents who take over existing institutions today have no equal opportunity to impress their own will on their environment. But even if modern university presidents are not themselves trail blazers, their influence goes a long way toward determining whether or not trails are blazed on campus. One university in our sample has begun to take a great leap forward during the past decade. Precisely because its president has been able to play a catalytic role in stimulating renewal and innovation in the individual academic departments.

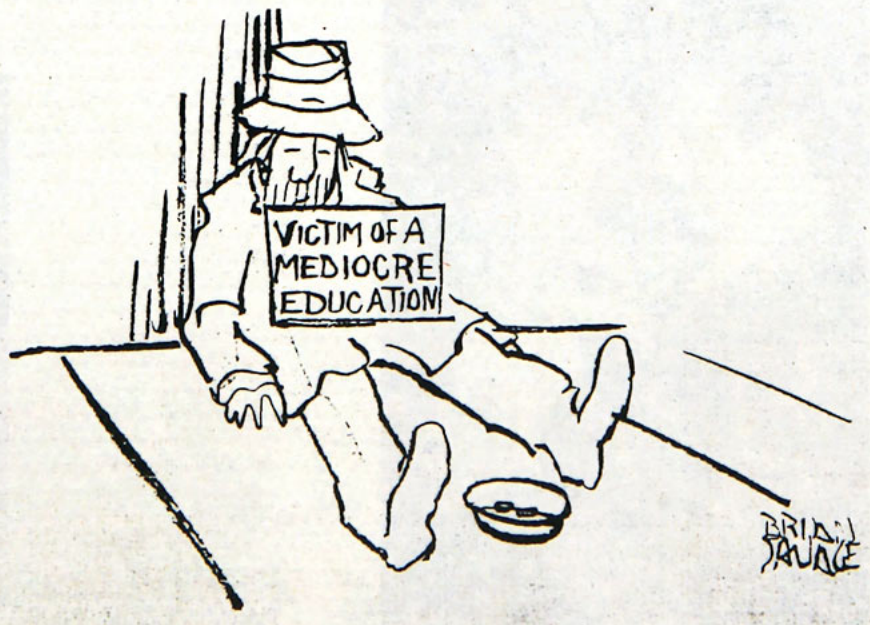
What a university president has most to fear from the rise of cabinet government is the development of a direct relationship between one of his executive colleagues and the trustees, which in effect removes a sphere of authority from presidential control. The only area in which this problem looms at all large on the administrative horizon today is with respect to finance, for trustee committees on a number of campuses have developed a direct tie with a financial vice-president or some other chief fiscal officer. Quite often this relationship centers on fiscal management problems, such as the handling of the university's endowment portfolio. If the connection of the fiscal vice-president with the trustees were in time to embrace wider areas of policy, or if a parallel relationship were to develop with all the other vice-presidents, then a university president might indeed soon find himself relegated to the position of the constitutional monarch who "reigns but does not govern."

There have also been misgivings on some campuses regarding the extent to which the existence of the cabinet acts to cut the president off from the faculty, department chairmen, deans, or indeed from grass-roots sentiment on the campus generally. From this perspective the cabinet is viewed as a bottleneck in the system of university communications. One way in which a president can overcome any such isolating effect that a cabinet may have is to assign special assistants in his own office to the task of keeping channels of communication open to all segments of the university community. These presidential aides can also serve to keep the power of the vice-presidents in check by acting to provide the president with his own source of advice and information outside of the cabinet system.

In this respect the executive assistants of a university president play much the same role as the chief White House aides to a U.S. president, keeping a chief executive from becoming in effect a captive of his own bureaucracy and helping to preserve his freedom of action and decision. At the University of Oregon the office of the president is a highly developed administrative apparatus; there is considerable feeling on campus that this organizational pattern can be traced to the background of the university president, who spent considerable time in Washington in high positions with the Eisenhower administration. One other advantage which a group of executive aides may have for a university president is that they are his own appointees, while many of the other members of his official family are individuals he inherited when he took office.

The number of offices included within a university cabinet varies considerably from one campus to another, since there are virtually as many administrative patterns for governing institutions of higher education as there are colleges and universities in this country. University vice-presidents, for example, have a wide range of responsibilities, for there is no agreed-upon set of functions which this layer of executives should perform. The proliferation of vice-presidents which has occured at this level of administration was amusingly illustrated on one campus when the president could not recall the names of all his vice-presidents in the course of an interview with one of the authors.

However varied the duties of vice-presidents may be, there are two quite distinct sets of interests or viewpoints which must find representation or expression in any cabinet system. One is the academic or educational perspective, and the other is the fiscal or housekeeping point of view. These contrasting outlooks are usually represented by an academic vice-president on the one hand, and a financial vice-president on the other. Virtually all major decisions on university policy turn ultimately on some resolution of the inherent conflict between a university's objectives and its capacities. The cabinet is often the major institutional mechanism through which a president can weigh and balance his commitment to academic excellence with his responsibility for fiscal solvency, as these conflicting needs are articulated by their chief administrative protagonists - the academic and fiscal vice-presidents.



Do They Have Enough Of The Right Stuff?

Reprinted from the book Arrogance on Campus

Trustees:

In general they should not be given ultimate power because they are not sufficiently close to the information upon which responsible decisions must be based. Rather, they should have a role like that of the House of Lords in the English system. That is, they can debate and make public broad policy and can postpone but not stop decisions from being implemented. They should be composed of distinguished laymen but should not include representatives of institutions, who tend to be self-serving.

Boards of trustees should clearly have the power to appoint chief executives, assign legitimacy to critical decisions, and resolve ultimate conflict. But in general they should not attempt to make decisions, for they cannot have the essential information, which is lodged in the administrative bureaucracy. As a general rule board action should be taken to ratify proposals made by a responsible administration with, of course, the right to change the administration proposals is it sees fit. Boards can and should discuss issues and help keep an institution informed of social needs as they see them. And they should help interpret the institution to the larger society. But boards generally should not attempt such administrative tasks as revision of tenure policy, faculty appointments, or regulation of student conduct.

Presidents and central administration should generally have power over budget allocation and control, administrative appointments down to and including those of department heads, certain veto powers, and the power to represent the institution publicly. In the exercise of these powers administration should be bound by established procedures, policies, and checks. Thus a president could not announce a new concentration in Italian studies without the prior approval of the faculty, for curriculum is the province of the faculty. However, a president could veto a recommendation for a tenured appointment on the grounds that the institution could not sustain a financial investment of that magnitude.

The faculty should have almost irrevocable power over its membership, the curriculum, and the conditions of student entrance to and exit from the institution. These powers are essential if the purposes of governance are to be achieved. Thus the faculty could refuse to approve a faculty appointment no matter how strongly urged by central administration and could, within the limits of relevant law, decide which students could and could not enter and what conditions students must meet in order to graduate. Faculty exercise of such powers would be checked by the opposite powers of administration, for the most part through persuasion and discussion but finally through an absolute check.

As for the students, they should have power over their private lives subject only to the limitations imposed generally on people of that age and limitations made explicit in college catalogs, ratified by boards of trustees, and applied universally to all students. Thus, if an institution wishes to serve only those of a particular religion or to ensure that all students live in college residence halls, it may do so. However, it may not make exceptions or go contrary to existing civil law. Students also should have the right of due process and should have access to courts if their civil rights are curtailed. They also should have procedural rights approximating due process for matters peculiar to institution life. In addition, they should have the right to be consulted on the effectiveness of the education they receive. Students should participate in governance but not as any warrantable right. Rather, participation could be suggested as an additional educational experience which the faculty judges will help individual development.

A View From The Top

Reprinted from: Leadership Goals and Power in Education: A Contingency and Open Systems Approach to Effective Management.

By BARRY M. RICHMAN & RICHARD N. FARMER

Chairman. The board chairman is more often than not the key individual who sets the tone of the board. If he is clearly dedicated to the university and committed to its goals, he can create greater dedication and commitment among other members. If he is also an effective and respected leader and manager, conflicts will tend to be less acute, and workable compromises will be achieved where this is the only feasible alternative.

It is of utmost importance that the board chairman and the president or chief executive officer trust and respect each other. Even though they will have disagreements, they should have an open relationship, communicate regularly, effectively and honestly, and have the same basic understanding of the university's goals and priorities. In a state university, it is valuable if the chairman gets along well with the key politicians and government officials who deal with the university; but it is even more important that he have a good relationship with the chief executive. The chairman should keep the president directly informed about any relevant information he gets from board members - or other parties - about the president, and the president should keep the chairman informed about all matters of direct interest to the board.

The Board and the President. At many universities there is a tendency for the board to become captives of the information system of the central administration. Time lags and poorly designed and inadequately functioning information systems contribute to this situation. It is therefore critical to find a president who is both capable and honest in his communications. The board should be prepared to support the president - at least publicly - during crisis and to defend his budget requests when they are well documented, legitimate, and tie in realistically with the institution's goals and priorities. When the chairman or a majority of the board members feel they can no longer support the president on a growing number of major issues, this is usually a clear signal for them to replace the president or resign from the board.

Evaluating how good a job the president is doing is frequently not an easy task. Some quantitative or hard data are needed for this, as well as much qualitative data and judgment. An analysis should be made to see whether the institution is doing a good job in meeting the key goals and priorities that are defined and accepted by both the board and the administration. It is usually best to make such an evaluation annually but within the framework of a longer-range plan. Are the new programs on target and reaping the desired results? Is student recruiting and placement going according to plan? Are costs being kept in line? Is the university losing a significant number of good people? How is it doing with regard to research grants, quality and output?

It is also very useful, where possible, to evaluate the insitution in a relative way by comparing its performance to those of other institutions - or parts of them - that are adequately comparable. If this is a multicampus or multicollege entity, useful comparisons might be made within the system. Such things as expenditures in relation to revenues, student-faculty ratios, course and departmental loadings, student contact hours, cost per student, quality of students and faculty, salaries, the jobs graduates get and their career advancement, and costs for similar kinds of programs can be used for evaluating performance. However, problems of measurement and true comparability often limit the meaningfulness of such comparisons, and many qualitative factors and considerable judgment often must be used in conjunction with quantitative or hard data.

How We Measure Up

	State Universities	Saint Leo College
Reprinted from American Civil Liberties Union Teachers Rights handbook.		
1. Must a teacher's out-of-class statement be mild or moderate in tone in order to receive constitutional protection?	**No.** A teacher's constitutional protection is not lost because his comments "strongly challenge or cause severe criticism of ... his nominal superior"; are framed "in language likely to be offensive," or are less discreet than professional ethics might have dictated. (31). In a New Hampshire case, for example, a teacher who was an active and outspoken member of the teachers' negotiating committee issued a series of press releases accusing the school board of "high-handed treatment" and "utter disregard" of its employees. The releases irritated the superintendent, who felt that they created public animosity toward the board and constituted unprofessional conduct. Subsequently, after becoming chairman of the negotiating committee, the teacher severely criticized the school board at a teacher association meeting, and stated that he had no personal respect for the school board negotiating team, the school board itself, or the superintendent. The teacher's contract was not renewed. Concluding that the decision was motivated primarily by the press releases and the teacher's statements at the association meeting, the court held that the nonrenewal violated his constitutional rights of free speech and association, and directed that he be reinstated with back pay. (32). In a similar case, a Delaware court awarded the same relief to a teacher who had been dismissed for writing and distributing to other teachers in the district a newsletter accusing the board's negotiators of bad-faith bargaining with the teachers' association. The letter falsely accused the board's negotiators of committing an "utter and complete fabrication" in categorically denying the existence of funds with which to meet the teachers' salary requests. Believing, erroneously, in the availability of $115,000, the teacher asserted that the board "could give the teachers everything they asked for and still buy a lot more books and supplies for the children." Holding this to be protected speech, the court observed that the newsletter had limited distribution, that oral retractions had been made by the association at teacher meetings in every school in the district, and that there was no substantial evidence of any kind.	Unknown
2. Are there circumstances in which a teacher is constitutionally entitled to use profanity in publicly criticizing his school system?	**Yes.** In a Texas case a state university rescinded an offer of re-employment as a teaching assistant which it had extended to the plaintiff because, at a "rock" concert held on the campus, she had strongly criticized the university administration and its policies, cited the university as a prime oppressor of human beings, and stated that the "system" as represented at the local level at the university "f---- over" students. The evidence showed that to the younger generation the compound verb "f--- over" means "oppress." Noting the lack of any showing that teachers who publicly use profanity in front of students is likely to cause the students to disrespect the teacher, or that use of profanity outside the classroom indicates bad moral character or inability to perform the teaching function competently, the court held the speech constitutionally protected and ordered the plaintiff reinstated, stating: The University has approached this matter as if plaintiff, by the mere incantation of the words "f---- over," could taint her listeners and the University in some manner, thereby justifying exorcism of this idiom and its user from the environs of the University ... That the use of one word in lieu of another may conform more closely to the canons of good taste does not justify severe sanctions against those who use the offending word. To prohibit particular words substantially increases the risk that ideas will also be suppressed in the process.	Unknown
3. Can a faculty adviser to a student organization be dismissed or disciplined because the organization expresses controversial views or extends a speaking invitation to a controversial speaker?	**No,** at least where the activity of the organization is constitutionally protected. In one case, a student organization at an Arkansas state college sent a letter to an off-campus church questioning its policies on racial integration and extended a speaking invitation to a couple who had militant views and were seeking substantial changes in race relations. Because of the letter and the organization's refusal to withdraw the invitation, the college administrators imposed sanctions upon the organization, its officers, and its faculty advisers. The court held that the imposition of the sanctions violated the First Amendment rights of the faculty advisers as well as the students to free expression and association. Occasionally a school system may dismiss or discipline the faculty adviser to a student newspaper or magazine for failing to censor the publication. Although there is some conflict in the decisions, the courts have given increasing constitutional protection to the student publications - particularly protections against prior restraint. At least to the extent that the activity of the student publication is constitutionally protected, its faculty adviser would appear to share its immunity from sanctions.	Unknown

Interview: Our President-Dr. M. Daniel Henry

By: MICHAEL McDONNELL

The following is the entire context of the interview of Dr. Henry conducted by Michael McDonnell with Dr. Henry:

Q. Quoting from the press release, "of pressing personal problems", what can we assume they are?

A. My leave is so people will not be angry and will start working together. The issue is that the board will work together. By leaving the situation, the board will be more able to govern the college than if I stay. The personal problem is me. It is not my family. It is not the college. My judgements and actions were unacceptable to some trustees.

Q. On Wed. Feb. 19, you were asked by a St. Petersburg Times reporter if you were looking for another job. Can you elaborate?

A. I am looking!

Q. If you truly asked the board for a "leave of absence", wouldn't the press release come from your office?

A. I truly asked the board for a leave of absence. The press release coming from the chairman was a surprise. I would have expected to explain my actions to the college community myself.

Q. Who wrote the press release?

A. I think the chairman wrote the release. He certainly hand delivered it to the press.

Q. When your "personal affairs and concerns" are taken care of, how long will it be before your leave is officially over and you resume being president full-time?

A. It is a terminal leave. I am expected not to return. It is for my benefit. I am not expected to return.

Q. Could you elaborate on Hjalma Johnson's statement that everything you brought before the board (improvements or administrative changes) was passed vigorously and with total support of the board.

A. I very much appreciate Hjalma's support to those achievements or accomplishments. I am glad he sees it that way. There are a lot of issues that I would like the board to have dealt with that I have had no opportunity to discuss.

My choice was to say let me step out of the situation and let the college go forward. I have not lived up to the expectations of some trustees. My personal failings were in the way. I hope they will deal with real issues now that I am not in office.

Some trustees could not overlook my personal failings. My short comings were judged by some trustees to be serious enough to inhibit my presidential leadership.

Q. If it is true that your "leave of absence would extend through (your) 2½-year contract and would begin June 30th", then can we assume that, in fact, you were fired by the board of trustees?

A. I requested the leave. My leave of absence will extend 1½ years after June 30. No, I was not fired. I categorically deny that.

Q. What exactly is the difference between you and the board of trustees? What would be so serious for you to take a leave of absence?

A. No comment.

Q. From the Tampa Tribune, Fri., Feb. 21, it was written that "A few administrators who were close to certain trustees had complained about (you)." who are these trustees and administrators? And what would their motives be?

A. No comment.

Q. What do you have to say about Welstead's quote Fri., Feb. 21, in the Tampa Tribune – "I do not know of a rift in the board. I thought Henry wanted a leave of absence because of his son Brian!?"

A. No comment.

Q. Admissions was supposed to increase in Fall '86, but because of a lackluster job in the publication of admission material, it will not be. Is this because an increase in admissions meant an increase in the dependency of the Abbey and the Priory? (Did anyone see this as a threat?)

A. I don't see why we won't be at full enrollment. It is true that if offers are accepted for increased housing, we could have potential for increased enrollment. First we would decrease over crowding, then increase the enrollment.

Q. Why hasn't Dr. Parker taken a position to make sure you resume your responsibilities as president?

A. Dr. Parker has not taken a position because he is acting president in my absence. He must be neutral and not take sides.

I have the utmost confidence in Dr. Parker's leadership ability. I don't, in any way, consider his public silence to be a negative comment on me.

A Precarious Position

Dr. M. Daniel Henry

A Message To The Community

This is the letter from Dr. Henry that was released from his office Feb. 19. The letter was distributed to faculty, administration, and student leaders.

Dear Friends:

I want to assure you that my proposed leave of absence as of July 1 is being done because I believe it to be in the best interests of the College. I do this out of love for you and what you stand for. I am truly hopeful that this leave will help you continue the outstanding drive for excellence I have felt emanating from all of you this year.

Please remember that the talent, enthusiasm, energy, insight, creativity, and joy that have been so evident all came from you. It is your courage, conviction and dedication that makes Saint Leo College a special place. Please keep up that superb effort, knowing that you have the support of many trustees and other friends.

Aimee and I thank you for the tons of love and concern you have given us, both in accepting us into your family and in giving our little newcomer, Bryan, all your prayers. We will miss you, more than you could ever imagine. But if you continue to do great things, we will know that our brief sojourn with you was not in vain.

Sincerely yours,
M. Daniel Henry, Ph.D.
President

The following is a transcript of the interview with Dr. Bernard Parker, vice-president of Academic Affairs.

Dr. Bernard Parker Vice President of Academic Affairs

Q. For the short term, when Dr. Henry is gone, how do you plan on handling the responsibilities of president?

A. In the past year, I have always been acting president when Dr. Henry is not here. The present arrangement is similar except there may be more responsibility.

Q. What is this extra responsibility?

A. I met with Mr. Welstead Friday (Feb. 21) and he did not clarify my responsibilities. Also, my responsibilities must go through Dr. Henry.

Q. You were summoned to Miami last week (Feb. 21) by Mr. Welstead. What was the context of your discussions with him about the college?

A. My trip to Miami was planned for three months. I was attending a regular meeting for the Chief Academic Officers of Independent Colleges and Universities of Florida (I.C.U.F.). The meeting with Welstead was out of convenience. He was going to fly up here to see me and I told him I was going to be in the area. I offered to save him the time by meeting him in Miami while I was at my convention.

Q. Considering you are not on the Board of Trustees, how do you see yourself working with the Board as the new president?

A. I am not the new president! One thing agreed on with Mr. Welstead is that I will meet with almost every Board member of the college to talk about the future of the institution especially academics, the strategic plan, the faculty's input into the strategic plan and the curriculum. When my position as acting president is clarified I will meet with members of the Board.

There are no promises that I will be offered or take the position of president. The understanding (with Welstead) is, if I can be of service to this institution in its policies and especially academics, then I will take on those extra responsibilities. I think this can work. Dr. Henry and I are similar in our trust and open communications with one another.

Q. As Vice-President of Academic Affairs, why has your office been so silent about the events about Dr. Henry?

A. (Long pause) Dr. Henry requested things to be kept as normal as possible. This way his programs can continue as normal and it is in the best interest of the college and himself. I respect that decision. The president works for the Board and everyone else works for the president.

My input was never sought by any board members. The way the announcement came out, Henry requested the leave. It came out as his initiative. One important thing is for (Dr.) Henry to have protections as far as contractual (fades)... For me to get upset would not have been in the best interest of Dr. Henry.

A statement from Dr. Parker

M. Daniel Henry is not only a very competent and able administrator but also a leader who has the gift of developing human resources. Working with Dan Henry is exciting, challenging, and fun and over the last six months his strategic planning initiative has caused the faculty and staff to catch fire. There have been hours of discussion and excitement about the curriculum and the future of the College--more hours put in than ever mandated by the Agreement. I believe the Board of Trustees made an excellent decision in choosing him as president. I am saddened by the recent turn of events but am hopeful that the enthusiasm which Dr. Henry has generated will carry us through these difficult times, and that if possible he can continue as president.

Bernard S. Parker
Vice President for Academic Affairs

Various Twists And Turns

Several area news agencies have been covering the recent events concerning the leave of absence of our president, M. Daniel Henry and more importantly, the position taken by many of the members of the Board of Trustees.

Two local newspapers, *The Tampa Tribune* and *The St. Petersburg Times* submitted markedly different articles while local radio station, *WDCF*, offered many insightful and candid interviews. The *Tribune* noted for its moderation in news briefs simply printed the standard press release as issued by the Board of Trustees:

Apparently the *Tribune* staff did not notice the uncommon event that had taken place: the president of a college, who after 18 months and 150 applications had been selected to govern our school and who, for some mysterious but seemingly normal reason, decided to take a leave of absence for an undetermined length of time. The matter was not taken up until much later, when one *Tribune* staff writer presented the idea that Dr. Henry's leave might be the result of some squabbling among Board members: (see *Tampa Tribune* Pasco edition Friday, February 21).

Another area newspaper, *The St. Petersburg Times* uncovered various twists in the otherwise undistinguished news release in their article on the 20th of February. It was revealed that Dr. Henry was job hunting.... The *Times*, aware of the unwinding subplots in the saga of the presidency brought forth the hint of some inner conflicts between Dr. Henry and the board, and within the board itself. Although Henry was quoted as saying "I've been asked to make no comment beyond the press release", the writer for the *Times* apparently used enough insight to question a Board member and a faculty member on the unconventionality of the event. In another article by the *Times* more questions and issues were raised including the idea that Henry's leave was a measure taken because the Board of Trustees did not agree with his progressive attitudes. The first vice-president of the Board, businessman Hjalma Johnson stated that Henry's progressiveness, push for expansion of the library, promotion choices and spending choices were "definitely not reasons" for Henry's leaving.

Johnson then stated in a radio interview with Doug Sanders, *WDCF* news director that he thought Henry was "a competent and outstanding individual". That radio interview, broadcast February 25 also included interviews with another Board member, Otto Weitzenkorn, who seemed sincerely satisfied with Henry and was not agreeable to his leaving.

The most outstanding interview, that with Thomas Welstead, the Chairman of the Board of Trustees, was extremely revealing in that Sander's first question "Was Dr. Henry fired?" was met with an unconditional and vehement "No!" from Welstead. He clearly wanted the interview to stick to what was outlined in the general press release from the college, and was begrudged to comment on much more until he slipped up in a reply to the question "Did you support Dr. Henry, did you like his application, did you want him to be the next president of Saint Leo College. . .? with an unrehearsed "what, when he was hired...?. . very definitely" thus implying that at this point in time, he does not support Dr. Henry as president.

Dr Henry, in whose interview Doug Sanders said "told us as much as he could" insightfully revealed that his primary reason for leaving was that he "was getting in the way of progress instead of continuing to help it..." "stating that his main thrust at Saint Leo has been in "trying to put together a plan for the future"..."and that obviously it's a fairly progressive plan..." It was a plan that called for an increase in (financial) resources to reward the faculty and staff monetarily because "they're the people who do the work" and enhancing the physical appearance of the campus to encourage future students to select Saint Leo. Also in his plan was an effort to improve the curriculum to keep up with technological advances.

While hinting that these ideas were not entirely in keeping with those of others, he did concede that "I honestly believe that given any substantive issue, our faculty, our administration, our students and our trustees are in agreement as to what we need to do". He quickly added that "if we can just talk about the substantive issues, I think we're fine", thus implying that the non-substantive issues were the ones in conflict and will probably decide his fate.

His next topic was "the pace of change. . .", and that there are "obviously some concerns about resources. . .", one can only assume that between him and certain board members, those topics were non "substantive" issues. Henry went on to praise Saint Leo for it's uniqueness and distinction in this much-spliced radio interview and ended up by saying that he "want(s) to be part of something exciting and challenging and fun. I'm not interested in minding the store, if that's the only chore. I think anybody can mind the store, I'm interested in building, growing, developing, enhancing. . . " and that those were the very reasons he was attracted to Saint Leo.

One can only wonder if when the Board selected Dr. Henry, they really only wanted a storekeeper, not a developer of higher education. Surely we can assume that the issue of benign neglect as the administering of a college was certainly an important issue. Judging from the content of these three news releases, there are many questions that can be raised. It is also a plain statement on how easily a particular turn of events, when viewed with different depth, can offer the reader to draw many different conclusions.

Dr. Henry More Than Welcome

This article appeared in the Monarch on September 30, 1985.

By DOUG LATINO

With what has been true throughout history, great leaders rise above all others and display distinguished character and poise.

One only looks at Dr. Henry and his past record to see why he was chosen to be Saint Leo's sixth president.

Leo Lands new leader comes with a deep background in education administration, teaching and service as a benevolent educator. Most recently, Henry served as vice-president for administration at the University of Dayton, where he was responsible for a $90 million dollar operating budget.

One can hardly argue that experience is a primary factor when choosing a replacement. Saint Leo, on the horizon of a construction boom, as proposed by our board of trustees, stands to benefit from Dr. Henry.

With academic achievement of a man much older, Dr. Henry, 44, holds no less than five degrees. This attractive mix of youth and experience comes here with a B.A. in philosophy from St. Vincent College, an M.Ed. Counseling from Duquesne College, and M.B.A. from Barry University and a J.D. from the University of Dayton, and a Ph. D. Education from the Universtiy of Pittsburg.

A published author, Dr. Henry has works spanning budgeting to leadership development. He is also active in professional organizations and has received recognition as being a member of numerous honor societies.

Everyone at Saint Leo will get a chance to see first hand the changes that take place. This is definitely an exciting time for the college and its students.

On Monday, September 16, Dr. M. Daniel Henry was inaugurated as Saint Leo's sixth president. The theme of the president's addess was "The Dawn of a New Era." Dr. Henry stated that the new ere had nothing to do with his installation, but rather the era was due to the need for change. A change that the entire college community felt needed to take place this year.

"I am excited to be a part of this special time that is going on at Saint Leo," Henry said. "There are going to be a lot of things going on, it should be exciting for us all."

Among the plans that Dr. Henry plans to implement are the beautification of the campus, and to bring more student involvement to the events on campus.

As well as the physical changes that have and will be taking place, Dr. Henry has some internal changes in mind.

Priory from page 1

trustees may be afraid that it is a whole change, when in reality, the students needs to show how this progress has grown out of the past, "how it is a culmination of what has been boiling beneath the surface here for years."

The Prioress also spoke of the need for a stronger sense of community and of an improvement with the communication with the board of trustees. "Saint Leo has a really fantastic faculty and a student body that is here for the purpose of a good education. We want to improve communication. You can't build a community with a group you can't talk to."

Abbot from page 1

election for chairman of the board of trustees will be affected."

Much of what this leading clergyman had to say was a reflection on the attitude of the campus as a whole. It was of concensus opinion that there was much support of Dr. Henry by students, faculty, administrators and many, many others. As evident by all people, Saint Leo College has been buzzing with pro-Henry support and anticipation to still yet an unclosed issue. Commenting on this, Abbot Patrick said, "There is nothing wrong with showing support for a person you believe in. You (the students) have every right as a free person to show support for a person." This is very encouraging for all students with a concern over this matter. He added, "It will help to let the trustees know how students feel."

The tributes which Henry has received have been very abundant from students and the Abbot echoed these. "There is pride in our college because of Dr. Henry. He (Dr. Henry) is good for the appearance, spirit, and the academics of the college."

As to the effects that this situation has had on the Abbey, they are clear. Like the rest of the campus, they too are victims of losing "a good thing." When Dr. Henry helps the faculty, students or just has ground improvements made, he is helping the college campus as a whole. This includes our indespensable friends at the Abbey.

Caution from page 1

Nearly two weeks after the initial announcement, Dr. Joseph Cernik, president of the Saint Leo College chapter of the United Faculty of Florida, released a statement.

Dr. Cernik spoke on behalf of the faculty and "expressed sadness and dismay at the recent turn of events involving Dr. Henry." The statement went on to further "praise Dr. Henry's effective leadership qualities and vision."

Dr. Mike Marshall has, as he puts it, "had several conversations with Dr. Henry." And he went on to say, "He is a man with qualifications, character and vision; Saint Leo needs him at this time."

"He didn't get the time needed to implement strategy," Marshall said. "the fact that he was given only seven months does not speak well for the evaluative process. If he wasn't performing up to standards the board had set, corrective discussion could have been more effective action." Marshall closed by saying, "Don't dampen enthusiasm, channel it."

When asked to make a statement, Alan Powers, vice-president of public affairs remarked, "It would be inappropriate and unprofessional at this time for me to make a comment, this is a board matter."

Mr. Powers went on to add, "I believe it is wrong to go around to solicit comments, the board is handling the situation with the president."

The entire context of the statement released by the faculty

During the past decade and a half, a stable foundation upon which to build for the future of Saint Leo College was developed. Some of those years were uncertain and turbulent. Yet, under the strong and capable leadership of Dr. Thomas B. Southard, the Saint Leo community began to dream about the future. Dr. M. Daniel Henry entered the presidency of Saint Leo College with the theme of his administration being one of hope and vision. He began to help us to turn dreams into plans. Where we are going and what we stand for are concerns which periodically need re-evaluation.

We, the faculty of Saint Leo College, are saddened and dismayed by the recent turn of events involving Dr. Henry. Dr. Henry's style of leadership was effective. He was firm, but fair. He encouraged us to dream about excellence and plan practical means to attaining it. He inspired our efforts and creativity to new heights. While we are concerned, we hope that this sad turn of events will produce a strong and united basis of support in order to give substance to the plans that have begun to emerge under the leadership of Dr. Henry. Our desire is that Dr. Henry will continue to be a part of our future developments.

Dr. Joseph Albert Cernik
President
Saint Leo College Chapter, United Faculty of Florida

The Monarch Game Page

Play The Mix And Match Challenge

Here are some famous and some not-so-famous quotes. We think they fit into the following four categories: Students, Faculty, The Board of Trustees, and Dr. Henry.

Some of the quotes are at 'em, to 'em, describe 'em, and are for 'em, you decide. It shouldn't take much.

Some quotes can be used more than once.

So, remember, tell your friends, call home, get everyone to play mix and match!

If there is no struggle, there is no progress.
Frederick Douglass

There is no greater mistake than hasty conclusion that opinions are worthless because they are badly argued.
Thomas Henry Huxley

If winter comes, can spring be far behind?
Percy Bysshe Shelley

All education is a continuous dialogue—questions and answers that pursue every problem to the horizon. That is the essence of academic freedom.
William O. Douglas

If you thinkest twice before you speakest once, thou wilt speak twice the better for it.
William Penn

If a house be divided against itself, that house cannot stand.
Mark 3:25

Education makes people easy to drive; easy to govern, but impossible to enslave.
Lord Henry Peter Brougham

Authority without wisdom is like a heavy ax without an edge, fitter to bruise than polish.
Anne Bradstreet

There are very few men who can bear authority if they haven't been born with the shoulders for it. If you give a man a nose who never had one, he would be blowing it all day.
John Oliver Hobbs

Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, vision cleared, ambition inspired and success achieved.
Helen Keller

Who dares not speak his free thoughts is a slave.
Euripides

Despair lames most people, but it wakes others fully up.
William James

All authority belongs to the people.
Thomas Jefferson

Far be it from us the danger of thinking.
Ferdinand VII

There is truth in the high opinion that in so far as a man conforms, he ceases to exist.
Max Eastman

I begin to find that too good a character is inconvenient.
Sir Walter Scott

Nothing so completely baffles one who is full of tricks and duplicity himself, than straightforward and simple integrity in another.
Charles Caleb Colton

The only cure for grief is action.
George Henry Lewes

The ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy.
Martin Luther King Jr.

Refusing to have an opinion is a way of having one, isn't it?
Luigi Pirandello

Out Of My Head: Otto Returns

By: '85 alumni J. PORTO

"...like a depth charge, waiting to go off..."
Dr. R.Y. Sleyaie Ph.D.

We, Otto Penquist and I, are personally appalled by the appalling condition of the campus. Through painstaking efforts and cutthroat tactics. Several shocking facts have been uncovered.

Fact: In 1978, 8 things need to be improved on campus.

Fact: In 1980, 21 things needed improvement on campus.

Fact: In 1982, 496 things needed improvement on campus.

Fact: In 1985, 6,579 things needed improvement on campus.

A rise of 4,600,000 percent in under 7 years! (Imagine driving 10,000 nails into a sheet of aluminum siding at the rate of 4 every two minutes for 14½ years and you'll have some idea how much that is). Finally, along comes a man who starts improvements. He puts lights around campus, builds on the library and theatre, and what happens. The Board of Trustees decided that students tuition is not for the enjoyment of students, and fired this man, this friend to students, this president.

We feel Bob Dylan summed it up best when he wrote, "Perhaps it's the odor of the sun cut flat an' cov'rin' the crossroads I'm standing at, or maybe it's the wheather or something like that, but mama you been on my mind."

Our Beloved Messenger

For The Strategic Plan-As Of June 30

Word Search

A	S	B	J	J	I	H	E	M	O	T	Y	H	S	I	F	S	D	N	U	O	S	A
J	T	B	U	K	D	G	Q	T	O	O	B	A	D	D	A	N	F	H	G	L	B	W
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T	Q	S	G	L	Q	E	R	Z	T	B	V	X	P	X	Z	L	B	E	M	N	E	S

Here is the list; some are left out, because we did such a good job of hiding them, we couldn't find them either!

Search until your heart is content!

Expected completion date—June 30, 1986.

STRATEGIC PLAN
LEAVE OF ABSENCE
TOO BAD DAN
TRUSTEES
M DANIEL HENRY
COLLEGIALITY
WHICH WAY DO WE GO
JUNE THIRTY
PRESS RELEASE
NO COMMENT
CHAIRMAN OF WHAT
OPINION
SCHOOL OR COLLEGE
PERSONAL PROBLEMS

THE PERSONAL TOUCH

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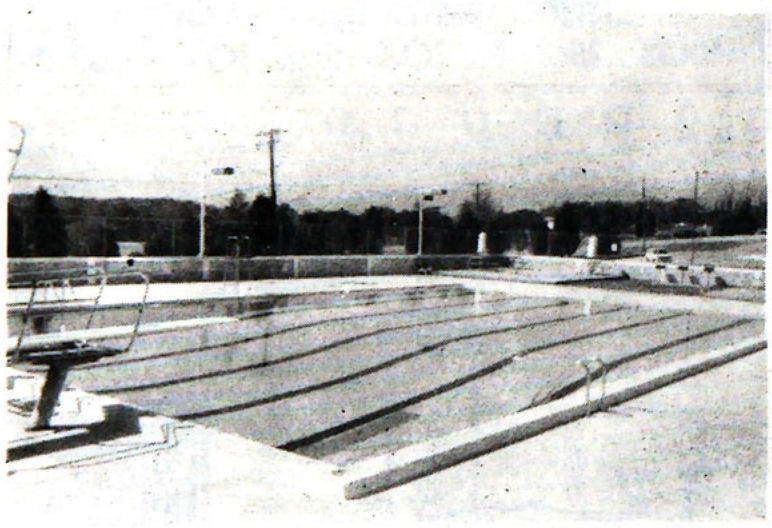
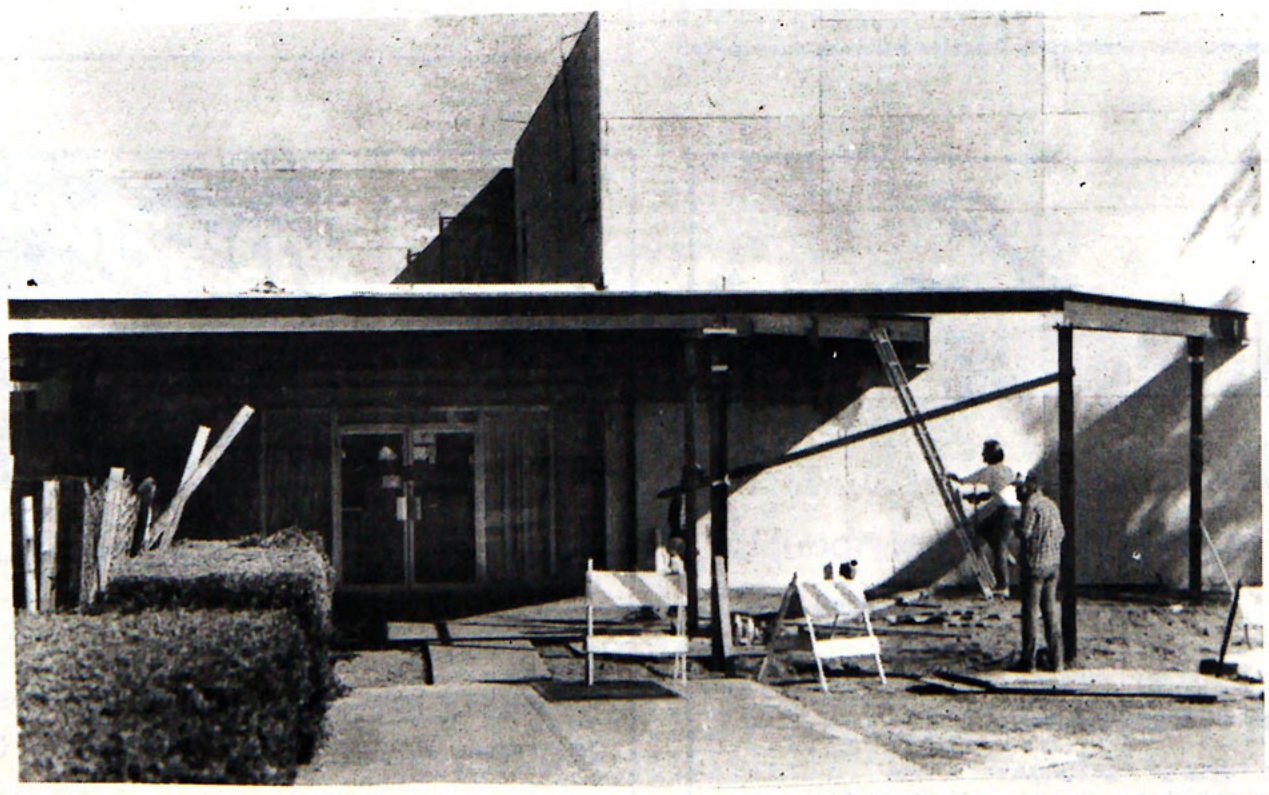
College Theatre

Gymnasium Improvements



The Pool

St. Leo Hall



Library Under Construction